

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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TO: Deans and Directors of Teacher Education,
and District and County Superintendents

FROM: Peter L. LoPresti, Executive Secretary

SUBJECT: Bilingual-Crosscultural Emergency Credentials/Substitution
of Full-Time Teaching Experience For Student Teaching

This is part of a continuous update on the impact of AB 1329 on local school districts and bilingual teacher education programs, especially as it affects the authorization of the emergency credential.

The Fisher credential regulations, as you know, were very clear and specific about the substitution of full-time teaching experience for student teaching. Under the Ryan Act, much more flexibility is authorized by the Commission. What is clear, however, is that teacher preparation institutions with approved credential programs may grant equivalent credit in any area of their approved programs (including student teaching) to candidates possessing the specified competencies which those areas are designed to develop.

AB 1329 addresses itself to the shortage of qualified bilingual teachers and presents initiatives for increasing the supply of such teachers. The impact of this bill on school districts would be to increase the number of teachers needing authorization to teach under the bilingual emergency credential. This also means that there will be an increase in the number of bilingual teachers holding the emergency credential who will be applying to teacher preparation institutions to request student teaching credit for their full-time teaching experience.

As you probably know, the emergency credential in Bilingual/Cross-cultural Education is granted to an applicant who has completed a minimum of 90 semester units of college work and who is enrolled in or admitted to an approved program. When an institution decides to grant equivalence for student teaching on the basis of full-time teaching on the basis of an emergency credential, cooperative arrangements will have to be worked out between that institution and the employing school district to provide the candidate with supervision and consultation equivalent to that provided within the usual student teaching assignment. The kind of equivalency arrangement is entirely up to the teacher preparation institution. While the Commission encourages the granting of such an equivalency (which is consistent with the Ryan Act), it is important for the institution to document the procedures through which such equivalency is granted.

I wish to commend you on your contribution to the smooth transition we have made to Ryan Act credentialing, and I look forward to our continued relationship as we search for ways to deliver quality education to the limited-English-speaking children of California.